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ABSTRACT

This document provides an overview of the advantages and disadvantages of five different academic calendars, including: traditional semester, early semester, quarter, trimester, and "4-1-4." The present California State Code defines the academic year of the California Community Colleges as 175 days, based on the K-12 standard. This constraint makes impracticable certain of the above calendar systems, specifically trimesters. Additional constraints on calendar design include articulation with K-12 public and private school calendars, and with senior institutions to which community college students transfer. The various calendars are discussed with regard to their effectiveness in promoting student progress, faculty success, staff performance, and cost effective management. In addition, surveys of various community college populations concerning their academic calendar preferences are reported. Two-thirds of the students rate their educational program under the present traditional semester calendar as satisfactory. Similarly, faculty and staff prefer the traditional semester calendar. Administrators, on the other hand, favor the early semester calendar, and specifically reject the quarter system as administratively impractical. On the basis of this information, retention of the present system in the San Diego Community College District is recommended. Survey results are appended. (Author/NHM)

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APPLIED RESEARCH REPORT

OFFICE OF PLANNING AND EVALUATION

SAN DIEGO COMMUNITY COLLEGE DISTRICT

A STUDY OF POSSIBLE CALENDAR VARIATIONS

for the

SAN DIEGO COMMUNITY COLLEGE DISTRICT

BY

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August 1, 1975

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INDEX PAGE

I. The Problem..... 1

II. Delimitations Of The Study..... 1

III. Background Of The Study..... 1

IV. Legal Constraints And Inconsistencies..... 2

The Early Semester..... 3

The Quarter Plan..... 4

The Trimester Plan..... 4

The "4-1-4" Plan..... 4

V. High School Transfers As A Calendar Constraint..... 5

VI. Four-Year College/University Transfers As A Calendar Constraint..... 5

VII. The Ideal Calendar..... 6

Open-Door and Attrition..... 6

A Year-Round Calendar..... 7

A Calendar For Student Progress..... 8

A Calendar For Faculty Success..... 9

A Calendar For Effective Staff Performance.. 12

A Calendar For Cost Effective Management.... 15

VIII. Summary Of Findings..... 16

IX. Recommended Plan For Future Activities..... 18

X. Notes..... 19

XI. Bibliography..... 20

APPENDICES

A. Calendars Used By Colleges And Universities

B. Calendar Plans Of Local Schools

C. Summary By College Of Sample Survey Of Student Transfer Choices

D. Summary Of Records Of San Diego Community College Student Transfers To San Diego State University And University Of California San Diego

E. Student Attrition Study, Mesa College, Fall 1974

F. Summary of Survey Of Changeover Of Five Community Colleges To Quarter System, March 1975

G. Faculty Questionnaire

H. Cost Analyses Of Enrollment Support Operations In District Office

I. Definitions Of Terms

A STUDY OF POSSIBLE CALENDAR VARIATIONS FOR THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

THE PROBLEM

The purpose of this study is to make explicit the advantages and disadvantages of several modes of calendar scheduling as they relate to (1) student opportunities to succeed, and (2) effective utilization of college staffs, equipment, and facilities.

DELIMITATIONS OF THE STUDY

This study will (1) identify the problem areas that have surfaced throughout the calendar conversion process at other community colleges, (2) test the present system in terms of compelling reasons to change, (3) survey San Diego College administrators, staff and faculty to gain their judgements and opinions related to the adoption of various calendars and (4) suggest a plan of activities for possible future calendar change.

BACKGROUND OF THE STUDY

For over a decade the community colleges of California have been studying and experimenting with calendar schedules other than the traditional nine month-two semester schedule. This study and experimentation was initiated during a period of rapid growth of the college population, and a questioning of the goals of higher institutions in a changing, ever more complex urban society. Both of these conditions still obtain.

This is the third calendar study applied to the college program of San Diego City. The first two studies (1961 and 1967) explored the possibility of year-round operation, and concluded that (1) the San Diego Junior College should wait to profit from the experience of other colleges experimenting with the quarter system, and (2) that regular terms plus summer sessions provided the best operation of the District program at that time.[1]

Recent educational changes which occasion this third study for the District are:

(1) A recognition of the special needs of community colleges as distinct from other institutions of higher learning.

(2) Continued discontent with the traditional two semester calendar which creates a post holiday "lame duck" session.

(3) A search for a calendar that will provide a smooth transition toward year-round operation of colleges on a cost effective basis.

(4) A need to resolve the difficulties created by different attendance requirements for peer institutions receiving and transferring students.

(5) The need for a calendar flexible enough to permit instructional programs with non-traditional modes of time, place, and learning resources.

Since 1969, half of the nation's colleges and universities have changed calendars. To date only 9% still use the traditional calendar. The new trend has been to adopt the early semester (45%) or the quarter system (24%). Only 3.2% use the trimester calendar. (Appendix A)

Most of the one hundred community colleges of California still retain the traditional semester calendar. There are fourteen colleges using the quarter system at present, and one college uses the "4-1-4" (four months, one month, four months) calendar. The early semester ending prior to Christmas has been adopted by seven community colleges since 1973 in spite of an August starting date which is unusual and difficult to implement. There are no community colleges using the trimester calendar.[2]

Calendar change under new conditions which would offer greater flexibility for the scheduling of courses has been considered by most of the community colleges which are on traditional calendars. The majority (57%) of these have expressed a preference for an early semester calendar which ends before Christmas; the remainder preferred the "4-1-4" plan.

LEGAL CONSTRAINTS AND INCONSISTENCIES

The academic year of the California Community College is defined as a minimum of 175 days, a carry-over from their former association with K-12 administrations. Until recently, this has been interpreted to mean 169 days of instruction and 6 days for registration and advisement purposes. A recent opinion of the Attorney General questioned this practice and concluded that there was "no statutory authorization

to cover registration days within the minimum requirement of 175 days".[3] Further, the Board of Governors of the California Community Colleges have not allowed Saturdays to be counted toward meeting the 175 day requirement, nor have short courses or intersessions found regular financial support. Cabrillo College is presently provided with support for the "4-1-4" plan with its' four week intersession only through the end of 1976.

Under present accounting of college work, the Community College is again operating at a disadvantage. One credit hour of college work is equivalent to three hours of recitation, study, or laboratory work per week for a term of 16 weeks. The community college calendar of 175 days (35 five-day weeks) exceeds the sixteen week term by one week each semester. Students taking the same two-semester course at the University of California, State University or Community College in California would be required to attend 161, 165 and 175 days respectively for the same credits earned. The longer instructional year in the community college, based on the K-12 standard, allows less time for registration, orientation, and advisement and requires class time in excess of the national higher education standard.[4]

To make explicit the ways in which each of the calendar systems relate to the above legal constraints it is now necessary to identify the usual instructional patterns and credit practices associated with the three calendars under consideration in this study.

The Early Semester Calendar

Under the present 175 day minimum, those colleges which wish to avoid the post holiday "lame duck" session must begin instructions during the third week of August and must schedule registration and advisement during the previous week. To align the calendar with mid-term High School graduations, the spring semester should begin the first days of February. This creates a winter intersession of one month. If the legislature permits funding of short term courses, some use can be made of this period for innovative mini-courses. The spring semester under this calendar will end in early June and the remaining summer weeks will permit only one complete summer session of 6 to 8 weeks before the fall term begins. In those college districts which have a low enrollment of spring High School graduates or traditional college transfers, the college

spring semester may begin in mid-January and end in mid-May. Under this calendar two summer sessions are possible. The unit of credit is the semester hour.

The Quarter Plan

In this calendar the 36 weeks of the regular academic year are divided into three 12-week terms and the summer session(s) constitute the fourth quarter. The most usual calendar for the quarter system begins in mid-September and ends in time for the winter holidays. The winter quarter begins in mid-January and ends in mid-March. The spring quarter ends in mid-May. The unit of credit is the quarter hour which is equal to 2/3 of a semester hour.

The Trimester Plan

The academic calendar for the Trimester is divided into three 16-week terms, with two weeks between terms; the college plant is programmed for full use by a balanced student enrollment each term. Under the existing provisions of the education code, community college students would need to attend all three terms to meet the 175 day minimum attendance per year. The Trimester fall term begins in early September and ends before the holidays. The winter term begins in mid-January and ends in mid-April. The summer term begins in early May and ends in late August. The unit of credit is the semester hour.

The 4-1-4 Plan

This plan, like the Trimester plan, is based on 16 week terms. The student, by enrolling in the intersession, can complete the academic year in 36 weeks and come within the provisions of the present statutory requirement of 175 days. The fall term begins in early September and ends with the Christmas holiday. The Intersession spans the month of January and the Spring semester ends the first week of June. Two 6-week summer sessions are possible using this calendar. The unit of credit is the semester hour.

A review of the instructional patterns of three calendar modes - the Early Semester, the Trimester, and the"4-1-4", suggests that legislative action which would permit a 160 day instructional calendar for

community colleges would obviate the need for an August enrollment in the Early Semester plan, and for an extensive revision of schedules and instructional materials in both the Trimester and "4-1-4" plan.

The Quarter terms, on the other hand, could not be shortened to less than 11 weeks under a new 160 day instructional minimum and class schedules and instructional materials would still need to be reworked and revised in converting to the quarter system from any other system.

HIGH SCHOOL TRANSFERS AS A CALENDAR CONSTRAINT

Any calendar conversion must accommodate the greatest source of the freshman enrollment, the high school graduates from the private and public K-12 institutions. In the San Diego Community College District this group accounts for 30-32% of the new fall enrollment of freshmen.[5] The two-month summer break gives these students ample time to apply for a September starting date and for an Early Semester Calendar (August) term as well.

The starting date of the spring term must begin after January to accommodate mid-term graduates. Records from the local public high schools show that the number of mid-term graduates is one-eighth that of June graduates. Accordingly, the number who would be available to transfer in the spring term is a relatively small number. Current accounting of spring enrollees does not give a breakdown of the source of new freshmen.

The number of high school June graduates who elect to enroll in the first session of summer school is another unknown. Informal reports from summer faculty would indicate that this number is quite small, under 5% of the enrollment.

Adjusting the college calendar dates to permit articulation with mid-term K-12 graduates would not present difficulties with the Early Semester, Quarter, or Trimester Plans when the spring calendar begins in February. Attendance at summer school immediately after graduation may be possible only under the Quarter Calendar with this same spring opening. (Appendix B)

FOUR-YEAR COLLEGE/UNIVERSITY TRANSFERS AS A CALENDAR CONSTRAINT

Sample surveys of about 7,000 students each semester in the San Diego Community College District show a strikingly consistent response in terms of their transfer intentions.[6] Thirty-four percent of San Diego Community College District students state that they are enrolling to prepare for a four-year college. Eighteen percent of this group indicate a plan to transfer to a specific college.

A survey made in late spring, 1975, of only those sophomores with 45 credit units or more, may present a more realistic estimate of those students who are transfer-bound since then they have sufficient experience with the demands of college work to have adjusted their goal objectives.[7] (Appendix C)

The choices of these two sample populations are shown in the following chart:

TRANSFER CHOICES

College/Univ	Calendar Used	Total Sample	Sophomore 45+
San Diego State Univ.	Early Semester	9%	18.6%
Univ. of Cal. San Diego	Quarter	1%	1.2%
Univ. of San Diego	4-1-4	1%	1.6%
Other Univ. of Cal. Colleges	Quarter	4%	1.6%
Out-of-State Colleges	Mixed	3%	2.6%

Records of the local four-year institutions show that San Diego Community College District students do transfer in a proportional pattern close to the choices of the sophomore sample. (Appendix D)

THE IDEAL CALENDAR

An ideal calendar is one that operates year-round (48 weeks) and follows a schedule that (1) reduces student attrition to a minimum, (2) attracts the same size student body each term, including summer, (3) offers a full range of curricula in each term, and (4) uses physical facilities to a maximum.

Open-Door and Attrition

The open-door policy of community colleges lies in opposition to the control of attrition. Without scholastic pre-screening, retaining students through 12, 16 or 18 weeks of college work is difficult at best. Attrition rates of 20-50% are not unusual for community college classes, regardless of the calendar used.[8]

A local college sample of reasons why students leave school rates the conflict of college schedule and job as the number one factor in attrition. The number eight factor is a "poor schedule". Clearly, many students believe that the choices offered by the present schedule are too restrictive for their life demands or their life goals. (Appendix E)

It is common practice, however, for San Diego Community College counsellors to arrange transfers for students with schedule conflicts. When this becomes known, an arrangement is made with the instructor of a comparable class at different time and/or college.

While there is some relationship between schedule calendar and the transfer choice of students, there is no clear evidence that the dates and length of any single college calendar motivate students to remain in classes once they have enrolled.

A Year-Round Calendar

Another ideal goal like open-door, is that of year-round operation which in terms of curricular costs and facilities cost will not be feasible unless there is relatively full student demand for classes in the summer term. Literature examining the year-round operation of community colleges suggests that objective data does not favor one particular calendar over any other for achieving a maximum utilization of physical facilities in offering a full range of curricula each term.[9]

A comprehensive study of year-round operation in which San Diego Junior College was a participant recommended that extended use of facilities into late day and evening hours and on Saturdays might be more a cost effective effort than financing of summer sessions which had an enrollment of less than 40% of the fall enrollment.

Full use of the facilities in late day and on Saturdays is presently lacking in colleges, but evening hours and summer use have increased dramatically since this study.[10]

Records of summer attendance in San Diego Community Colleges from 1971-1975 shows a census that averages 43% of the fall enrollment, but one that varies from year to year:

	ENROLLMENT		
	Summer	Fall	Summer % of Fall
1971-72	12,532	24,427	51%
1972-73	9,752	26,210	37%
1973-74	10,568	28,387	46%
1974-75	11,832	29,916	39%

Since the summer segment does not serve the same community of students as that of the fall and spring terms, it is not possible to project whether a change from the present calendar will increase or decrease present summer

enrollment. More data is needed about the characteristics of summer student population before any cost saving through more complete use of facilities can be estimated.

With full use of the plant in the summer term, the cost per student may not be greater but the yearly budget will increase. If the curriculum is so complete that the student may be able to finish earlier than usual, the community will benefit in the long run.

Any calendar which is selected for the District must allow adequate "down time" for maintenance of buildings and facilities valued at more than forty million dollars.

A Calendar for Student Progress

A basic assumption which underlies calendar scheduling is that the amount of time a student needs for class instruction, for study, for supervision and personal instruction in a course can be gauged for the "average" student. The length of the school term and the number of courses which the student may take within that term and still be successful are widely debated conditions of the calendar question.

An ideal calendar would permit instructional programs that varied in length according to the conduct of courses and needs of the students. This program would also offer the same courses with varying lengths and modes of instruction. The calendar which comes closest to the ideal calendar, therefore, must necessarily vary for each college.

The test of a good calendar for student progress can be made by measuring (1) growth of the student population, (2) success as judged by students, (3) progress as judged by transfer institutions and (4) the fit of the calendar with the choices of the majority of the students. When these four tests are applied to the present calendar of the San Diego Community College District, one must conclude that from the student's view this is a good calendar. The following paragraphs make each test in turn:

1. Growth: The student population of the San Diego Community Colleges has increased by 22⅓% during the past four years. This compares very favorably with the growth rate of other urban community college systems with varying calendar systems.[11]
2. General Success: The educational program of the San Diego Community College District was judged as successful in a recent survey of over 1600 students in the District.[12] The following

table reflects the percentage who rated the program as satisfactory for their special needs.

Distribution of Responses by Continuing and Former Students to Questions Regarding the San Diego Community College District Programs

	Satisfactory Rating	
	Former	Continuing
Preparation for transfer to four-year college	85%	89%
Preparation for job	79%	75%
Preparation for citizenship	57%	72%

3. Academic Success: One measure of student academic success is provided by the local four-year institutions to which our students transfer. Their records of the first semester GPA of San Diego Community College District students compare very favorably with those of students from other transfer institutions. In many instances, San Diego Community College students have better records than those of undergraduate students of the four-year colleges and universities.
4. Student Choice: In response to the question: "Do you prefer attending school under the Quarter System or the Semester System?", which was included in the survey of students previously mentioned, the calendar choices were:

System	Percentage of Responses
Prefer Semester System	66
Prefer Quarter System	28
No opinion	6

In summary, students believe that they are progressing well under the present calendar system if we can judge this by their use, their opinion of the college programs, and their choice of college calendars. We cannot, however, judge the extent to which the calendar may contribute to their academic success at transfer institutions. Nor can we know until we have tried others whether a different calendar might bring a higher level of use, satisfaction and success.

A Calendar for Faculty Success

Student success is an excellent measure of faculty success. Similarly,

student judgment concerning the merits of a calendar as a help to this success will often align with the judgment of the faculty.

One calendar that has not been received equally well by students, faculty and administrators alike is the Quarter System Calendar. (Appendix E) Students who stay in the Quarter System seem to prefer it over the Semester System for the shorter terms and fewer preparations per term it offers. Faculty, on the other hand, are divided evenly in their views. They cannot agree that the shorter term (1) improves the student's learning ability, (2) allows enough time to know students and provide personal attention and supervision and (3) permits faculty experimentation with new, more effective teaching techniques.

Some of the advantages and disadvantages of each of the calendars have been identified by faculties who have experienced calendar conversion. In interviews with faculty of City, Mesa and Evening College for this report, these findings were reviewed. (Appendix G) The major points of agreement affecting teaching practices between the findings by other faculty and the judgments of San Diego Community College faculty are listed under each of the calendar plans below:

The Early Semester Calendar

Advantages:

1. It provides easy articulation for students who will transfer to colleges with the traditional, early semester and quarter systems.
2. It eliminates the debilitating effect of the winter holidays on instruction.
3. It provides an intersession which may be used for scheduling of short courses.

Disadvantages:

1. For the first year of conversion a reserve fund will be needed to meet early payrolls.
2. Summer classes will be limited to a single session of six or eight week periods.
3. The use of the intersession period for classes may not compensate for the loss of classes in the second session of summer school. As a result there may be an increase in the cost per credit hour.

The Quarter Plan

Advantages:

1. It provides easy articulation for students who will transfer to colleges with quarter-calendar systems.
2. Provides a more significant difference between high school and college instruction patterns than the Semester System.
3. Provides more opportunities for students to experience success (or failure) in academic work since there are three chances and fewer course preparations.
4. The shorter time period allows the student greater flexibility in matching the work load and study load.
5. Increases the opportunity for contact between students and counselors, and students and teachers.
6. Provides more entry and exit points for students over a college year.
7. Eliminates the "float period" at the beginning of the semester, and the debilitating effect of the winter holidays on instruction.
8. Provides an opportunity for students to work when jobs are plentiful.
9. Provides an opportunity for the entire faculty to make a total re-examination of the curriculum and of individual courses. In particular, it directs attention to the length, content, and objectives of individual courses.
10. Develops, in the conversion process, a curriculum-committee conversant with curriculum structure and purpose.

Disadvantages:

1. A course must be started at the first meeting. Instructors must plan ahead, structure the course more specifically.
2. Course outlines must be revised. Less important material will have to be pruned away.
3. Since there are more texts to be used in the college year, the instructor will need to review the adequacy of texts and watch the cost.
4. The total number of tests that must be graded in the college year will increase.
5. The student will have less time to "soak up" course content.
6. The student must buy texts three times a year. If there are fewer coursesand the same text is used for more than one quarter, the cost may be greater.

7. There will be a new student roster every 12 weeks with additional census dates, grading sheets, etc.
8. Some curricula will not be able to adapt to the quarter plan such as LVN, etc.

The Trimester System

Advantages:

1. It is a system which promotes a year-round balanced use of school facilities.
2. The regular vacation periods provide ample opportunity for advertisement, scheduling, and registration for each semester.
3. There is provision for elimination of the "lame duck" session after the Christmas holidays.
4. Faculty can teach three terms and be eligible for a full semester of sabbatical work or vacation. Students can accelerate their program by one-third.

Disadvantages:

1. At the present time, two sixteen-week periods will not meet the requirements under the academic code for a full term. Students will be required to attend a third session.
2. Sustaining a full enrollment and curricula in the third term will be difficult and expensive under present State funding provisions.

In December, 1974, faculty members of the colleges were surveyed for their calendar preferences.[13] The choices did not include the Trimester Calendar, nor the "4-1-4". Final choices of the colleges were made between the Early Semester and Traditional Semester Systems. The present calendar represents a compromise between the two by adjustment of the spring starting date. The later date permits mid-term transfers from K-12 and other colleges. The "lame duck" session remains. (Appendix B)

A Calendar for Effective Staff Performance

The administration and staff load for facilitating most calendars is approximately equal; the exceptions are the Quarter System calendar and the Trimester Calendar. Each of these require more support than the Semester calendar within the academic year.

Interviews with District administrators, college administrators and clerical staff corroborated the findings of other college administrators and staff who have experienced the various calendar systems.[14] These two groups

agree that with adoption of the Quarter System:

1. There will be added record-keeping and reporting for the instructors. This must be simplified.
2. The registration procedures must be reviewed as well as the schedule for placement-personnel test, and add-drop period. The late entrants into class must be reduced.
3. There will be added work in developing a three-quarter class schedule. There is a problem in predicting intake-outgo by quarter, predicting course enrollments and providing basic sequences more frequently and regularly.
4. There will need to be a revision of technical-vocational career curricula and certificate programs. (Also Trimester System)
5. Articulation agreements must be revised by a series of new conferences and correspondence with transfer institutions. (Also for Early Semester System and Trimester System)
6. Three registrations and three counseling periods increase administrative problems but also offer more student-counselor conferences.
7. Conversion from semester to quarter is complicated for students who transfer both semester and quarter portions of sequence courses.
8. The varying unit values of comparable courses in transfer institutions require close attention to potential inequities to students and efforts to avoid requiring extra units and courses.
9. Catalog must be revised:
   a. Course descriptions must be rewritten.
   b. It must be decided which quarter to offer each course. This must match instructor load and major sequences.
   c. Courses must be renumbered.
   d. Internal coherence in the relationships among courses, units, hours, prerequisites, must be provided.
10. Career brochures will need revision.
11. There must be coordination of new unit-hour values with the faculty load policy and with the practice times for coaching.
12. Publicity and information on the change must be given to high schools, students, and others affected. (Also Early Semester and Trimester System)
13. The faculty committees and senate will need to:
    a. Recommend revision of graduation requirements.

b. Recommend revision of policies on faculty load, textbooks, probation-dismissal.

14. There will be an increased workload in the Library - the same number of students as now attend a semester will need the same number of books over a shorter span of time. Reserve books may be changed more frequently.

15. There will be additional census reports.

16. There will be some savings due to one-semester courses moving to one quarter--more students accommodated in one school year by one instructor, but one section less is offered in one year for courses going from 3 to 5 hours. Some of these may have to be extended later, depending on experience.

17. Budget must allow funds for laboratory courses which are offered on more frequent basis or which go from semester to two quarters.

18. The bookstore will be affected:
    a. Increased turnover of books.
    b. One added period for handling textbook requests from faculty and dean.
    c. Inventory periods change.
    d. Requisitions required more frequently and deliveries with peak-period problems of storage.

19. Evening schedule will be affected:
    a. Two nights a week for many courses creates difficulties for some students but may improve instruction by shorter periods.
    b. May be more difficult to maintain continuity in performing art courses (music, drama).

Administrators of the San Diego Community College who were interviewed for this report expressed special interest in an Early Semester System or "4-1-4" System which would (1) eliminate the post-holiday finals period, and (2) still allow a truncated 10 or 12 week summer session. Several deans saw possibilities for the innovative use of the intersession for staff development, curriculum development, for special intensive technical courses, for field and work experience classes, etc. Whereas many of these administrators felt that the Quarter System might have advantages for certain programs and certain students, on the whole, they cited the addition of registration procedures, scheduling processes and support functions for one more student application and enrollment program as the principal reason for re-

jecting this system. A sample of over 400 monthly employees (including faculty and administrators) surveyed this spring preferred the Semester System over the Quarter System.

System	Percentage of Responses
Prefer Semester System	61
Prefer Quarter System	28
No opinion	11

With improvement in registration methods, the facilitation of continuous scheduling, advisement, etc., the extra workload presently envisioned may be lessened or distributed more evenly throughout the year. College administrations which have converted to the Quarter System, however, do not report an easing of the workload or a lessening of the initial cost impact after calendar conversion. There is no comparable data available for workload and costs for the Trimester Calendar on the community college level; implementation of a full Trimester System, however, would obviously reduce enrollment cost.

A Calendar for Cost Effective Management

To produce an educational program for a heterogenous urban college community of older part-time students and to do this in the most cost effective manner is a primary goal of the San Diego Community College District.

The management objectives within this goal must be directed to (1) provide education for the largest possible number of students within existing physical plants, (2) maintain a year-round staffing of administrative and support services, (3) provide the most flexible schedule for student options and opportunities and to do these with the least cost and most benefit to the community.

Two calendar systems in higher education which have been identified, more so than others, as facilitating the transition to year-round operation are the Quarter System and the Trimester System.[15] California Community College experience with these calendars, however, has not followed the experience of California four-year colleges and universities or colleges of other states. For this reason, costs for the operation of the Quarter System and the Trimester System have not been in line with those experienced by other colleges. Those colleges converting to the Quarter System have attempted to estimate the additional cost or savings with this system over other calendars, without success. In general, the view is expressed that

there is a substantial increase in operating cost and that this has not been offset by more students accommodated in one school year by the instructor. Without corresponding contraction of courses, expansion of some courses into two quarters will require additional faculty or instructional modes which service a larger number of students for each instructor. One college concluded "The Quarter calendar should not be thought of as a money-saving device, which it is probably not, but rather as increased educational opportunities for students".[16]

To measure the effectiveness of the Quarter System and to compare the cost of this plan to others, the additional operations which are associated with a term's registration, scheduling, data processing, and student services, must be identified and measured on a unit cost basis. The San Diego Community College District has taken the first steps in making this kind of analysis possible through the implementation of a time measurement study of the work performed in District and site offices.[17] To date, cost analysis has been completed for the operations performed by the Office of the Registrar, the Office of Dean of Arts and Sciences at Mesa College and the key punching operations in Data Processing.

Within the total operations performed in these offices it is now possible to sort out those functions which are essential to the support of a new term. Samples of those operations which have already been identified for an analysis of the costs of the enrollment and support of students in a semester are contained in Appendix H. As more work measurements are made, the complete cost picture will emerge. With this data, administrators will be able to evaluate the costs of operation support for (1) mini courses, (2) mid-term courses, and (3) additional full term enrollments such as the Quarter System requires.

SUMMARY OF FINDINGS

1. There is an impetus at present toward calendar change.
2. Recent calendar changes favor the Early Semester Calendar nationally and in California.
3. The present State Code imposes extra instructional time on the California Community College student for one credit hour.
4. Articulation with the K-12 public and private school calendars are constraints on calendar design. In particular, the beginning spring date is in question.

5. Articulation with local four-year colleges and universities are constraints on calendar design. San Diego State University is the major transfer school.
6. Attrition cannot be controlled successfully without control of enrollment practices. Open-door policy precludes this. Calendar design does not noticeably change attrition rates.
7. Year-round operation as defined by State accounting exists in the San Diego Community College District. There is an increasing use of facilities in the evening and in summer sessions. There are some unused classrooms in afternoon hours. The calendar will affect year-round operation to the extent that it does or does not provide maintenance time for buildings and facilities.
8. Two-thirds of the students rate their educational program under the present calendar as satisfactory. The same number prefer the semester calendar to a quarter calendar.
9. Each calendar affects faculty responsibilities in varied ways. Faculty of San Diego Community Colleges recently chose to remain on the traditional calendar. Interviews with faculty corroborate the judgments of other faculties concerning the advantages and disadvantages of each calendar system.
10. In interviews with administrators of the District and the Colleges, the Early Calendar was the calendar which received the greatest amount of support. The Quarter System, in their judgment, imposed special articulation and workload problems. Adoption of the 160-day calendar would permit adoption of a Trimester or "4-1-4" Calendar which were both viewed as permitting cost-saving and innovative practices.
11. A recent survey of monthly employees (including faculty and administrators) preferred the Traditional Semester (61%) over the Quarter System (28%).
12. There is underway at the present time a cost analysis program which will provide administration with a realistic estimate of operational costs related to enrollment and scheduling. This information will make possible estimates on a unit cost basis. With this information, judgments concerning the relative merits of different calendar systems can be made on a stronger base of facts in the future.

RECOMMENDED PLAN FOR FUTURE ACTIVITIES

1. To improve the present operational cost ratio, efforts should be made to make full use of present and future facilities within the existing time scheduled. This can be done without extensive modification of the present calendar.
2. There should be continuation of the study, already begun, of those detailed costs that will be affected in changing from one calendar to another.
3. There should be comparative analyses of the utilization of personnel in the various calendar systems.
4. The views of faculty and students should be sought after there has been an opportunity for these groups to understand and evaluate the effects of calendar change.
5. If the calendar change requires extensive curricula revision, provision should be made for a full examination of the consequences for faculty and staff workload, for articulation requirements, for student success, and of costs to student in time and money.
6. Adoption of a calendar should emerge from a Districtwide concensus on that calendar which provides the educational experiences necessary to the mission of the Educational Master Plan. A program of activities to provide this concensus should begin as changes occur in (1) legislation, (2) the level of cost information, and (3) the level of State funding.

NOTES

1. These findings were reported in Weston M. Alt, "A Study of the Validity of Assumptions Related to Year-Round Operation and Extended Hours of Instruction in California Community Colleges", page 52.

2. See Appendix A.

3. Community College Calendar, Chancellor's Office, Sacramento, May 1975, pages 2, 3.

4. William Bendat, "A Study to Determine Adopting an Early Semester Calendar at Ventura Community College District", Nova University, April 1974, page 6.

5. This data was supplied by Office of Student Accounting.

6. This survey is made at the fall and spring enrollment period each year. The final figures are compiled by Data Processing.

7. This information was the result of a special search prepared for this report by Mr. Kenneth Magers.

8. In interviews with administrators of Community Colleges presently on the Quarter System, they reported attrition rates of 20 to 50%.

9. See Alt, pages 85-86.

10. These conclusions are summarized from reports of the Offices of Student Accounting and Facilities Planning.

11. This figure is computed from a comparative report of fall enrollments 1971-1975.

12. This data was compiled from the San Diego Community College District Districtwide Needs Assessment, Report Number Two, Continuing and Former Student Survey, July 11, 1975, Office of Planning and Evaluation Services.

13. This survey, which originated from the Chancellor's office, was directed to presidents of the faculty senate at each college.

14. The following list is a composite of judgments made by Chabot College faculty and staff and San Diego Community College District administrators, staff and faculty.

15. Warren Bennis, "A Comparison of the Trimester and Four Quarter Calendars for Year-Round Operation of Public Higher Education in California", Sacramento, California Council of Higher Education, 1964.

16. This represents a conclusion from remarks and materials compiled by Dr. John R. McKinley, Dean of Instruction, Chabot College, January 1967. The report was entitled, "The Quarter System at Chabot College".

17. Five cost analysts, under the supervision of the Bruce Payne Corporation, have initiated a study of (1) the District office operations, and (2) office operations at sites. To date data has been collected in the offices cited for a period of 12 weeks.

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_____, "Community College Calendar: Board of Governors' Proposal to Increase Calendar and Course Scheduling Flexibility", Sacramento: California Community Colleges, Chancellor's Office, May 1975.

APPENDIX A

CALENDARS USED BY COLLEGES AND UNIVERSITIES

Table 1
NUMBER DISTRIBUTION

	Survey Total	Traditional Semester	Early Semester	Quarter	Tri-Semester	4-1-4	Other
Nation:							
Prior to 1967-68	2,316	1,756	71	360	81	6	42
1970-71	2,475	895	680	539	73	186	102
1971-72	2,475	637	860	542	77	236	123
1972-73	2,450	354	976	585	81	329	125
1973-74	2,722	308	1,170	653	77	393	121
1974-75	2,821	263	1,269	696	90	383	120
1974-75							
California	225	88	34	72	10	20	1
Other U.S.	2,596	175	1,235	624	80	363	119
1974-75:							
California Community Colleges	100	78	7	14	-	1	-

SOURCE: L. C. Oleson, "Academic Calendars Research in the 1970's", College and University, Summer 1974, pp. 451-459.

Table 2
PERCENT DISTRIBUTION

	Survey Total	Traditional Semester	Early Semester	Quarter	Tri-Semester	4-1-4	Other
Nation:							
Prior to 1967-68	100.0	75.8	3.1	15.5	3.5	0.3	1.8
1970-71	100.0	36.2	27.5	21.8	2.9	7.5	4.1
1971-72	100.0	25.7	34.7	21.9	3.1	9.5	5.0
1972-73	100.0	14.4	39.8	23.9	3.3	13.4	5.1
1973-74	100.0	11.3	43.0	24.0	2.8	14.4	4.4
1974-75	100.0	9.3	45.0	24.7	3.2	13.6	4.3
1974-75:							
California	100.0	39.1	15.1	32.0	414	8.9	0.4
Other U.S.	100.0	6.7	47.6	24.0	3.1	14.0	4.6
1974-75:							
California Community Colleges	100.0	78.0	7.0	14.0	-	0.1	-

SOURCE: L. C. Oleson, "Academic Calendars Research in the 1970's", College and University, Summer 1974, pp. 451-459.

APPENDIX B

Calendar 1976-77

Plan	Regular Program			Summer Session		
	Term	Begin	End		1976 Dates	Weeks
A. (Trad. Semester) SDCC	Fall	9/3/75	1/23/76	Day	6/7-7/16	6
	Spring	2/2/76	6/11/76	Day	7/19-8/27	6
				Eve	6/7-7/30	8
B. (Early Semester) San Diego State Univ	Fall	9/2/75	12/31/75	Day &	6/1-6/18	3
	Spring	1/12/76	6/1/76	Eve	6/21-7/30	6
					8/2-8/20	3
C. (Quarter) Univ. of California at San Diego	Fall	9/22/75	12/12/75	Day	6/21-7/31	6
	Winter	1/5/76	3/19/76	Eve	6/21-7/31	6
	Spring	3/26/76	6/12/76			
D. (4-1-4) Univ. of San Diego	Fall	9/8/75	12/19/75	Day	6/1-6/18	3
	Spring	1/29/76	5/20/76	Day	6/21-7/30	6
				Eve	6/1-6/18	3
				Eve	6/21-7/30	6
				Eve	8/1-8/20	3
E. (K-12) San Diego Unified School District	Fall	9/16/75	1/30/76	Day	6/21-8/6	7
	Spring	2/2/76	6/18/76			

APPENDIX C

SUMMARY BY COLLEGE OF SAMPLE SURVEY OF STUDENT TRANSFER CHOICES

College	Sample Size		Transfer Choices by Sophomores with 45+ credit hrs				
	General	Soph 45+	SDSU	UCSD	USD	U of Cal	Other State
City	1243	435	19%	2%	2%	1%	3%
Mesa	2648	1126	23	3	2	3	4
Miramar	314	82	9	-	-	1	1
Evening, City							
Day	161	46	18	1	1	1	1
XDay	915	299	14	1	2	1	2
Evening, Mesa							
Day	51	17	24	-	2	2	-
XDay	1784	568	15	1	1	1	1
Evening, Miramar							
XDay	141	48	13	-	-	-	2
Evening, Off Campus							
Day	63	21	12	5	-	-	2
XDay	150	32	12	2	-	-	-

APPENDIX D

Numbers of Students Transferring to UCSD in 1974-1975	FALL 1974	WINTER 1975	SPRING 1975	TOTAL 74-75	% of Total Entering at Winter
San Diego Mesa College	61	14	5	80	17%
San Diego City College	20	3	1	24	12%
San Diego Evening College	7	2	1	10	20%

Numbers of Students Transferring to SDSU in 1974-1975	FALL 1974	SPRING 1975	TOTAL 74-75	Academic GPA
San Diego Mesa College	515	*	*	2.58
San Diego City College	203	*	*	2.41
San Diego Evening College	90	*	*	2.63
San Diego Miramar College	2	*	*	-

*These figures were not available at the time this report was prepared.

APPENDIX E

SAN DIEGO MESA COLLEGE

Counseling Centers

Student Attrition Study, Fall, 1974

Mesa's enrollment for Fall, 1974, was 8,849. Of that number, 1,753 withdrew before the close of the semester. Some of these students did transfer to other institutions of higher education and it may be assumed that many of these students returned for the Spring Semester, 1975. Information such as this needs to be programmed so that a computer run is always available with this and similar types of student information. Mesa's percentage rate of students who withdrew was 19.8% for Fall, 1974. This figure compares with 17.2% for Spring, 1974; 18% for Fall, 1973; 18% for Spring, 1973; 18% for Fall, 1972. Mesa's student enrollment continues to grow (increase of 1,051 students - Spring, 1974 to Fall, 1974).

Student Non-Persisters - ATTENDANCE

	Freshmen	Sophomore	Others	Total Drops	Total Enrolled	Percent of Enrolled Who Dropped
First-time student	468	0	28	496	2,484	20.0%
Transfer	140	60	48	248	1,054	23.5%
Return Transfer	12	16	24	52	157	33.1%
Returning	136	54	17	207	709	29.1%
Continuing	377	229	144	750	4,445	16.9%

Student Non-Persisters - AVERAGE AGE

	Freshmen	Sophomore	Others	Total	All Mesa Students
Men	22.0	24.2	26.7	23.1	23.0
Women	22.9	24.8	28.0	23.9	23.3

Student Non-Persisters - AVERAGE GRADE POINT AVERAGE

	Freshmen	Sophomore	Others	Total	All Mesa Students
Men	2.3	2.3	2.5	2.4	2.6
Women	2.6	2.6	2.7	2.6	2.8

APPENDIX E (continued)

Fall, 1974

Selected Sample of Reasons Why Students Left Mesa

Attending Another College	55
Family Emergency	79
Finances	64
Job Conflict	144
Marriage	8
Medical	78
Military Service	18
Moving	70
Obtained Employment	64
Poor Schedule	27
Pregnant	7
Other	45
TOTAL	659

(The data above is a portion of the semi-annual Student Attrition Study prepared by the Counseling Department for the faculty of Mesa College)

San Diego Community College District
3375 Camino del Rio South
San Diego, California 92108

APPENDIX F

DIRECTOR, MANAGEMENT SERVICES

March 11, 1975

SUMMARY OF SURVEY OF CHANGEOVER TO QUARTER SYSTEM

1.0 CHABOT COLLEGE

(response by: Dean of Adm. Services)

Cost: Specific costs not identifiable.

Faculty: "Takes toll of faculty"

Students: "Better for them"

Comment: Materials presented represent extensive planning in meetings held in preparation for the changeover to the quarter system. Only the letter comments on the results of the changeover nine (9) years ago.

2.0 COLLEGE OF THE REDWOODS

(response by: Vice Pres., Bus. Serv.)

Cost:
Supplies & Materials, no cost increase.

Registration operated by mail - costs up.

Computer costs not measurable.

Workload Impact:
Bus.Serv. - very little.
Registration - Increased significantly.
Faculty - no comment.

Evaluation:

Students	Faculty
"Like the quarter system"	"Want to return to the semester system" (No indication given of the number of years on the Quarter System)

3.0 FOOTHILL COLLEGE

(response by: Dean of Instruction)

Reason for Conversion:
To increase A.D.A. by reducing student attrition due to longer semester system.

Converted eight (8) years ago.

Workload Impact:

Counseling & Reg.Office	Curriculum	Catalog
Increased workload.	Curr.Com. rewrote course outlines.	Course offerings have increased dramatically.

Evaluation:

Students:	Faculty:
Prefer the quarter system.	Difficulty learning students' names and setting up classes more frequently. Students' inability to cover material.

4.0 SADDLEBACK COLLEGE (response by: Dean of Adm. Services)	Cost: Increased overhead expenses due to registration and reporting 3 times a year; however, the college began operation seven (7) years ago on the quarter system and has never operated on the semester system.	Evaluation of Administration: "Quarter system is outdated and not in tune with statewide concepts." No further explanation of this comment is given. Student Evaluation: No indication was given of student resonse to the quarter system.)	Experience with Registration: There is pressure each quarter to establish class schedule in order to begin the registration process three (3) times a year. 50% increase in workload due to State reports required 3X a year. as well as increased overhead expenses. (college has never operated on the semester system)	Experience with Instruction: Instructional material are geared for the semester system, there requiring conversion the quarter system.

Evaluation:

Evaluation is emphatically negative.

Indicates incompatibility with the secondary schools, but does not indicate compatibility with the student college transfer system.

Saddleback is presently considering conversion to the semester system with an "early semester."

5.0 OTHER COMMENTS:

5.1 Los Angeles Valley College

Enrollment: 78,000 students

Comment: "Year-round operation is slightly cheaper."

5.2 Summary of Survey done by Cuesta College: (March 1971)

5.21 In Colleges that Converted to the Quarter System, is the majority pleased with the quarter system?

	YES	NO	
Administration:	6	4	- "Administrators grumble; but, the quarter system has vitality."
Faculty:	6	3	- 'Hard on Dean of Instruction; gets more out of faculty."
Students:	9	1	- "Educational experiences for students increased by 1/3." "Better for students."

5.22 87 Colleges Responding

	YES	NO
1. Are you now on the semester system?	71	16
2. If yes, have you made a study to convert to the quarter system?	33	37
3. If yes, are you planning to convert?	4	47
4. If yes, give date of conversion	(all 4 colleges planned to convert at the same time that the nearest State University planned to convert to the quarter system)	

5.23 Majority of Comments Received from Colleges Answering the Survey: . . . . . "Don't do it!"

APPENDIX G

FACULTY QUESTIONNAIRE

(1) Would you see any significant improvement or deterioration of your effectiveness of teaching the course content and program objectives?

---

(2) Can you project a significant change in the amount of personal instruction, attention, or supervision, you would give your students during their various course activities?

---

(3) Will any change in the length of school terms, school day, or instructional time allocations, that might be possible if this proposal was accepted improve your student's learning ability over the present traditional two-semester system of eighteen weeks duration now in operation?

---

(4) Do you see any opportunity in this proposal to experiment with new and/or more effective teaching techniques that are not possible under the existing school term?

---

(5) Would this proposal cause some type of coordination problems with other campus operations, student outside work commitments, or any other responsibility that they have in meeting the program course requirements?

Please rate this system in terms of the over-all merits of the calendar.

Comments

Adapted from "Changing The School Calendar: Impact on Vocational Education in The Technology Division, The Education Policy Systems Module, and The College Governance Module" by Gary L. Parsons - Thesis, Nova University, April 1974.

APPENDIX H

REPORT ONE

DEAN OF ARTS & SCIENCES ADMINISTRATIVE SUPPORT (MESA)

Code	Operation	Unit	Number of Units	Standard Hours
001	Prepare New Teacher Binder	Per Teacher	12-15	0.04784
004	Prepare Extended Day Time Card	Per Card	7	0.05108
005	Prepare Extended Day Assignment Memo	Per Memo	-	0.06266
006	Prepare Class Quota Data	Per Class	930	1.39277
007	Prepare Enrollment Tally	Per Occurrence	4	0.06742
008	Update Center Enrollment	Per Occurrence	10	2.53944
009	Update Office Enrollment Tally	Per Occurrence	10	0.02682
010	Re-open Class Quota	Per Class	25	0.11726
011	Prepare Class Cancellation List	Per List	1	0.18115
012	Prepare Schedule Changes	Per Change	26	0.01690
013	Prepare Master Schedule Change Report	Per Report	71	0.26453
014	Prepare Enrollment Report	Per Report	1	0.05001
015	Set-up Enrollment Report	Per Occurrence	1	8.03936
016	Post Daily Enrollment Form "A"	Per Form	261	0.00376
017	Make Entry Room Charts	Per Class	174	0.04571
018	Type and Distribute Enrollment Report	Per Report	1	0.74570
020	Prepare Room Chart	Per Chart	10	0.05001
021	Pencil-In Class on TP Card	Per Card	224	0.02684
022	Revise Teacher Program Cards	Per Card	101	0.01667
023	Type Heading Teacher Program Card	Per Card	194	0.01622
024	Prepare Teachers Evaluation	Per Teacher	-	0.05001
025	Maintain Sub & Hourly Applicant File	Per Person	20	0.09358
026	Process Teachers Absence Report	Per Teacher	224	0.36035
028	Check-In Grade Sheets & Rosters	Per Sheet/Roster	1050	0.02500
029	Distribute Grade Sheets & Class Rosters	Per Occurrence	1-4 Hrs	4.25304
030	Set-Up Time Sheets	Per Teacher	194	0.05001
031	Prepare Time Sheets Certificated Teacher	Per Teacher	152	0.05001
032	Prepare Time Sheets Hourly Teacher	Per Teacher	129	0.05001
033	Correct Certificated Teacher Time Sheets	Per Teacher	2	0.05001
034	Correct Hourly Teacher Time Sheet	Per Teacher	30	0.05001
035	Prepare Time Sheet Hourly Classified	Per Employee	2	0.10972

APPENDIX H (REPORT ONE) Continued

Code	Operation	Unit	Number of Units	Standard Hours
036	Prepare Time Sheet Work Study	Per Employee	2	0.07433
037	Add Sub to Time Sheet	Per Person	12	0.03410
039	Compile Hourly Final Exam Time Sheet	Per Teacher	30	0.05001
040	Compile List of Sabbatical & Returns	Per Occurrence	-	0.05001
041	Check Dept. Chairman Linear Sheets	Per Sheet	98	0.01592
042	Edit Dept. Chairman Linear Sheets	Per Sheet	98	0.02749
043	Type Schedule Linear Sheets	Per Sheet	56	0.05001
044	Process Cadet Application	Per Cadet	1	0.05001
046	Update Faculty Office Assignment Chart	Per Teacher	30	0.05001
053	Assign Authorization Certificated Teacher	Per Employee	6	0.01667
054	Assign Authorization Hourly Teacher	Per Employee	30	0.01667
055	Check Off-Campus Authorization Form	Per Form	13	0.01667
056	Check Outside Speaker Authorization Form	Per Form	16	0.07713
057	Prepare Extended Day Assignment Form	Per Form	-	0.09574
058	Log Conference Request	Per Occurrence	19	0.08044
059	Type Teacher Recommendation Request	Per Request	-	0.16371
061	Prepare Instructional Development Form	Per Form	1	0.01667
062	Prepare Consultant Request Form	Per Form	1	0.01667
064	Prepare New Teacher List	Per List	1	0.05001
065	Distribute Deficiency Notices	Per Occurrence	1	0.53861
066	Distribute Materials to Teachers	Per Occurrence	195	0.51070
067	Distribute Student Change Notice to Teacher	Per Occurrence	11	0.08423
068	Procedure for Hourly Teachers Evaluation	Per Teacher	1	0.05001
071	Prepare Final Examination Schedule	Per Occurrence	30	0.05001
072	Distribute Teacher Program Card	Per Card	224	0.01667
083	Update Office Enrollment Tally (New Class)	Per Class	20	0.02845
084	Update Office Enrollment Tally (Cancel Class)	Per Class	20	0.02226
089	Reserve Room for Instruction	Per Room	60	0.05001
090	Reserve Room for Student-Faculty Activities	Per Room	25	0.05001
091	Assign Additional Classrooms	Per Room	20	0.01861

NOTE: Number of Units X Standard Hours equals 1809.34 Hours X $4.29 Per Hour equals $7762.07 Estimated Cost for Special Operations of Administrative Support for an Additional Enrollment in a Quarter Year

This report was prepared by: Barbara J. Faison
Supervisor
Cost Effective Analysis, Office of
Planning and Evaluation

APPENDIX H

REPORT TWO

LIST OF OPERATIONS, OFFICE OF REGISTRAR

Code	Operation	Unit	Year to Date	Standard Time	Standard Hours Produced
001	Process Residency Check	Per Application	13,179	.00871	114.8
005	Process Application for new/transfer	Per Application	6,532	.00553	36.1
006	Process Application for Return and High School Honors	Per Application	7,711	.01389	107.1
008	Name Change Procedure	Per Change	352	.02651	9.3
012	Activate Permanent Record File	Per Card	37,534	.00145	54.4
033	Admission Request 44-56 College	Per Request	23	.14797	3.4
034	Admission Request 44-56 Voc	Per Request	0	.10650	0
037	New Permanent Record From Application with Transcript	Per Record	603	.03882	23.4
038	New Permanent Record From Application without Transcript	Per Record	5,213	.02197	114.5
040	File Permanent Record	Per Record	14,981	.00990	148.3
045	Prepare and File Control Card	Per Card	30,060	.01655	497.5
046	Refile Control Card After Applications to Data Process	Per Card	7,361	.00636	191.2
048	File Application for Evaluation	Per Application	23,790	.00363	86.4
049	Process and File Transcript	Per Transcript	6,492	.01316	85.4
052	Evaluation Foreign Student Transcript	Per Transcript	33	.59133	19.5
055	Screen and Issue Inter-district Permit	Per Permit	469	.17128	80.3
060	Type New Permanent Record	Per Record	5,850	.01393	81.5
061	File Directory Card	Per Card	4,204	.01676	70.5
062	Code Application	Per Application	10,721	.00742	[illegible]

NOTE: 1803.1 Total Standard Hours ÷ 30,060 Applications Processed = .05998 Per Student

.06 Per Student ÷ .85 Average Performance = .070 Hours

$4.65 Average Wage X .070 = $.33 Per Student

This report was prepared by: Harry B. Anderson
Cost Effective Analyst
Office of Planning and Evaluation

APPENDIX H

REPORT THREE

LIST OF OPERATIONS, DATA PROCESSING

Code	Operation	Unit	Year to Date	Standard Time	Standard Hours Produced
100	Master Schedule Batch Constant	Per Batch	24	.03870	.9
101	Master Schedule Card I	Per Card	389	.00039	.2
102	Master Schedule Card II	Per Card	3	.00418	-
103	Master Schedule Card M	Per Card	5,043	.00371	18.7
104	Master Schedule Card N & O	Per Card	4,928	.00393	19.4
105	Master Schedule Card N9	Per Card	180	.00250	.5
106	Master Schedule Card	Per Card	520	.00445	2.3
110	Student Pers. Batch Constant	Per Batch	419	.03870	16.2
111	Cu. Total 1	Per Card	2,512	.00191	4.8
112	Cu. Total II	Per Card	1,710	.00278	4.8
121	Add/Drop Prog. Req.	Per Card	14,121	.00336	47.4
122	Add with Petition	Per Card	131	.00470	.6
123	Add Work Exper.	Per Card	126	.00446	.6
124	Withdrawal	Per Card	525	.00313	1.6
125	Application	Per Card	21,216	.00530	112.5
126	Address/Name Change	Per Card	619	.00409	2.6
127	Name Correction	Per Card	36	.00327	.1
128	Address Correction	Per Card	323	.00417	1.3
129	ID No. Correction	Per Card	18	.00298	.1
130	Misc. Form Correction	Per Card	588	.00270	1.6
131	CR/NC Petition	Per Card	235	.00365	.9
132	Directory Card Change	Per Card	984	.00250	2.5
133	Master Code Change I	Per Card	-	.00222	-
134	Master Code Change II	Per Card	13	.00258	-
135	Master Code Change III	Per Card	4	.00401	-
136	Grade Correction	Per Card	1,735	.00354	6.2
137	Student Info	Per Card	1,153	.00428	5.0
138	Verification Card Change	Per Card	97	.00409	.4
139	Attendance	Per Card	205	.00335	.7
140	Deficiency Notice	Per Card	-	.00351	-
141	Enrollment Appoint.	Per Card	-	.00128	-
142	Microfilm Directory	Per Card	4,493	.00309	13.9

APPENDIX H (REPORT THREE) Continued

Code	Operation--(Verification)	Unit	Year to Date	Standard Time	Standard Hours Produced
200	Master Schedule Batch Constant	Per Batch	22	.03870	.9
201	Master Schedule Card I	Per Card	269	.00310	.8
202	Master Schedule Card II	Per Card	3	.00420	-
203	Master Schedule Card M	Per Card	3,050	.00373	11.4
204	Master Schedule Card N & O	Per Card	5,670	.00395	22.4
205	Master Schedule Card N9	Per Card	270	.00251	.7
210	Student Pers. Batch Constant	Per Card	555	.03870	20.9
211	Cum. Total I	Per Card	2,257	.00192	4.3
212	Cum. Total II	Per Card	1,873	.00279	5.3
221	Add/Drop Prog. Req.	Per Card	13,604	.00338	46.0
222	Add with Petition	Per Card	5	.00471	-
223	Add Work Experience	Per Card	6	.00447	-
224	Withdrawal	Per Card	690	.00314	2.2
225	Application	Per Card	28,956	.00532	154.1
226	Address/Name Change	Per Card	254	.00411	1.0
227	Name Correction	Per Card	65	.00378	.3
228	Address Correction	Per Card	118	.00419	.5
229	I.D. No. Correction	Per Card	4	.00299	-
230	Misc. Form Correction	Per Card	485	.00271	1.4
231	CR/NC Petition	Per Card	269	.00367	1.1
232	Directory Card Change	Per Card	975	.00250	2.4
233	Master Code Change I	Per Card	4	.00222	-
234	Master Code Change II	Per Card	11	.00258	-
236	Grade Correction	Per Card	1,685	.00356	7.2
237	Student Info	Per Card	1,864	.00429	8.0
238	Verification Card Chg.	Per Card	2,673	.00411	20.0
239	Attendance	Per Card	17	.00337	.1
242	Microfilm Directory	Per Card	4,470	.00311	13.9

NOTE: 590.7 Total Standard Hours ÷ 28,956 Applications Processed = (.0204 ÷ .87 Performance) = .02345 Per Student

$4.81 Average Wage X .02345 = $.1128 Per Student

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Cost Effective Analyst
Office of Planning and Evaluation

APPENDIX I

Definitions

Academic Calendar. That period of time during a fiscal year that college is in operation. Also academic year.

Balanced Calendar. The condition when the enrollment in each term is about equal.

Enrollment Ceiling. The enrollment an institution plans to accommodate at any given time.

Extended use of facilities. Extending the hours of instruction in order to accommodate additional enrollment within the same physical facilities.

Extended hours of instruction. The scheduling of classes from 5 p.m. to 10 p.m. Monday through Friday, and from 8 a.m. to 12 noon on Saturday.

Forced enrollment. Restricting the entrance and subsequent enrollment of a student to particular terms in order to balance enrollment.

Quarter Plan. (system) As it currently operates in most colleges, an academic calendar of three 11-week terms usually with a summer session of 6, 8, or 10 weeks, or a full summer quarter of 11 weeks.

Four-quarter Plan. A method of year-round operation. A calendar of four quarters of 12-weeks each, i.e., 48 weeks.

Acceleration of program. Reduction in time necessary to attain goal by continued enrollment in consecutive terms.

Attrition. Decrease in enrollment as a class progresses from regular term to term expressed in whole numbers or as a percentage of original total enrollment.

Semester. The traditional college semester includes from 15 to 18 weeks of instruction, exclusive of orientation, registration, and final examination.

Summer session. A special summer program lasting up to, but generally less than 12 weeks. A college on year-round operation could offer a summer session as well as a summer term.

Summer term. A fourth quarter during the period mid-June to September which is included in year-round operations. It is designed to provide offerings generally equivalent to any other term for regular students.

Term. One complete phase of an academic calendar starting with registration, including an unbroken period of instruction, and concluding with examinations. Terms may be semesters, trimester, quarters, or summer session.

Trimester plan. A method of year-round operation. An academic calendar of three semesters of 16-weeks each, i.e., 48 weeks. Also referred to as three-semester plan.

Year-round operation. There is a lack of consistency of definitions in the literature. According to the California Administrative Code, Title 5 - Education, Article 995(d): "All year-round operation means four consecutive quarters of at least 10 weeks each".

SOURCE: Weston M. Alt, "A Study of the Validity of Assumptions Related to Year-Round Operation and Extended Hours of Instruction in California Community Colleges", University of California, Los Angeles, October 1970.

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